

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

FILE COPY

Academic Senate
Executive Committee Agenda
April 2, 1991
UU 220 3:00-5:00 p.m.

<u>Member</u>	<u>Dept</u>	<u>Member</u>	<u>Dept</u>
Acord, Pat	PE/RA	Pokorny, Cornel	CompSci
Ahern, James	Agribus	Reynoso, Wendy	FinAid
Andrews, Charles	Acctg	Russell, Craig	Music
Botwin, Michael	ArchEngr	Terry, Raymond	Math
Gamble, Lynne (Secty)	Library	Vilkitis, James	NRM
Gooden, Reginald	PoliSci		
Kersten, Timothy	Econ		
Koob, Robert	VPAA		
Moustafa, Safwat (VC)	MechEngr		
Murphy, James (C)	IndTech		

Copies: Warren Baker
Glenn Irvin
Howard West

2.19.91
minutes
removed

- I. Minutes: Approval of the February 19, 1991 Academic Senate Executive Committee minutes (pp. 3-5).
- II. Communication(s) and Announcement(s):
 - A. Calendar change: May 14 has been changed from an Executive Committee meeting to a Senate meeting for review of curriculum proposals.
 - B. Nominations received for academic senators, Research Committee, University Professional Leave Committee, and statewide senator (to be distributed).
- III. Reports:
 - A. Academic Senate Chair
 - B. President's Office
 - C. Vice President for Academic Affairs' Office - report on Cal Poly's athletic program, baseball schedule, and the status of the MCA program
 - D. Statewide Senators
 - E. Lloyd Beecher, Academic Senate representative to the Substance Abuse Advisory Committee - report on the committee's recommendations
- IV. Consent Agenda:
- V. Business Item(s):
 - A. Academic Senate vacancies:
Academic Senate committees:

SENG	-	Budget Committee (replacement for Horton), '90-91 term - WILLIAM FORGENG
		GE&B Committee (replacement for Forgeng), '90-91 term - CHARLES DANA
SLA	-	Budget Committee (replacement for Benson), '90-91 term - ALLEN SETTLE
	-	Curriculum Committee (replacement for Simon), '90-91 term
SPS	-	Instruction Committee (replacement for Acord), '90-91
SSM	-	Const & Bylaws Committee (replacement for Wight), '90-91 term

Academic Senate Distinguished Teaching Awards Committee
Two vacancies (replacements for Pendse and Ruggles) - HARVEY GREENWALD, '90-92 term

GE&B Area "E" Subcommittee

One vacancy plus an alternate

Selection Committee for the Dean of SAED

One vacancy (replacement for McNeil) - JULIA WALLER, Financial Aid

university-wide committees:

University Union Executive Committee	-	one vacancy (replacement for Dobson)
University Union Advisory Board	-	two vacancies
ON COURSE Work Group	-	one vacancy

- B. Resolution on Mass Distribution-Terry, Chair of the Instruction Committee (p. 6).
- C. Resolution on Academic Probation and Disqualification-Terry, Chair of the Instruction Committee (pp. 7-10).
- D. Resolution on Distinguished Teaching Awards Committee-DeMers, Chair of the Constitution and Bylaws Committee (p. 11).

VI. Discussion:

- A. Resolution on Academic Program Review Criteria-Hood, Chair of the Long-Range Planning Committee (pp. 12-17).
- B. Membership of General Faculty to the Academic Senate-DeMers, Chair of the Constitution and Bylaws Committee (p. 18).
- C. Should the Academic Senate Executive Committee be involved in school dean search efforts?

VII. Adjournment:

ACADEMIC SENATE
California Polytechnic State University

RESOLUTION ON MASS DISTRIBUTION

- Whereas, The need for recycling is well-established; and
- Whereas, Reports and other publications prepared for distribution to the entire faculty should be of general interest or involve mandatory notification; and
- Whereas, Some reports and other publications presently distributed to the entire faculty do not meet the description of the previous clause; therefore, be it
- Resolved, That the distribution list for each report presently distributed to the faculty as a whole should be re-evaluated with a view toward reducing distribution to only those needing the document; and be it further
- Resolved, That additional copies of such reports with reduced distribution be placed on reserve in each department /school office; and be it further
- Resolved, That any report or other publication whose distribution list includes the entire faculty be printed on recyclable paper,

Submitted by:
Raymond D. Terry (on behalf of the Mathematics Dept.)
2/21/91

Background:

As one of a number of items affecting student progress, the current policy and practice for Academic Probation and Disqualification has undergone review by the Student Progress Committee and has been forwarded to the Academic Senate for further review and consideration.

Resolution

- WHEREAS: The California State University policy governing Scholastic Probation and Disqualification is set forth in Title 5, Subchapter 4, Article 1, and in Executive Order No. 186, and
- WHEREAS: university policies and procedures are reviewed periodically to ensure they conformity with state and system policies, and
- WHEREAS: policies governing probation and disqualification affect student progress through the university, a process of concern to Cal Poly, and
- WHEREAS: the Cal Poly catalog statements concerning academic probation and disqualification do not reflect current practice within the university, therefore be it
- RESOLVED: that the attached statement concerning Academic Probation and Disqualification be adopted as university policy and be published in the university catalog.

Academic Senate Instruction Committee
Approved 7-0-1
March 13, 1991

Academic Probation and Disqualification

The quality of academic performance is considered in the determination of a student's eligibility to remain enrolled. An undergraduate student becomes subject to academic probation or disqualification under the conditions shown below.

I. Academic Probation:

- A. When the current term GPA drops below 2.0 (C) in any term, an undergraduate student is automatically placed on academic probation.
- B. When the student's quality points used to calculate the Cal Poly cumulative GPA are 6 or fewer quality points below 2.0 (C), an undergraduate student is automatically placed on academic probation.

II. Academic Disqualification:

- A. When the student has been on academic probation for two consecutive terms, the student is subject to disqualification.
- B. When the student's quality points used to calculate the Cal Poly cumulative GPA are 7 or more quality points below 2.0 (C), the undergraduate student is subject to disqualification. Such a student on academic probation shall be subject to disqualification:
 - 1. A freshman or sophomore student (less than 90 quarter units of college credit completed) with 22.5 or more quality points below a 2.00 (C).
 - 2. A junior student (90 to 134 quarter units of college credit completed) with 13.5 or more quality points below a 2.00 (C).
 - 3. A senior (135 or more quarter units of college credit completed) student with 9 or more quality points below a 2.00 (C).

A student who is placed on probation or who is subject to disqualification at the end of an enrollment period will be notified by a message on the grade report which is issued following the end of the term in which the student's performance fails to meet the prescribed conditions. In

cases where a student ordinarily would be disqualified at the end of a term save for the impossibility of making timely notification, the student may be advised that the disqualification is to be effective at the end of the next term.

The lists of students eligible for probation and disqualification should be adjusted and consolidated. All determinations of students placed on the lists are made using the Cal Poly current term GPA or cumulative GPA.

List 1: Mandatory disqualification list:

Undergraduate students on Academic Probation are subject to disqualification when their quality points used to calculate the Cal Poly cumulative GPA fall below the levels specified:

A freshman or sophomore student (less than 90 quarter units of college credit completed) with 22.5 or more quality points below a 2.00 (C).

A junior student (90 to 134 quarter units of college credit completed) with 13.5 or more quality points below a 2.00 (C).

A senior (135 or more quarter units of college credit completed) student with 9 or more quality points below a 2.00 (C).

A hold would be placed on their registration.

List 2: Discretionary Disqualification:

Either students with a Cal Poly cumulative GPA above 2.0 (C) but a current term Cal Poly GPA below 2.0 (C) for the second consecutive term; or students with quality points used to calculate the Cal Poly cumulative GPA more than 6 quality points below 2.0 (C) but less than those required for mandatory disqualification.

List 3: Academic Probation:

Students with quality points used to calculate the Cal Poly cumulative GPA 6 or fewer quality points below a 2.0 (C); and "other" students with a Cal Poly cumulative GPA above 2.0 (C) and a current term GPA less than 2.0 (C) but not on academic probation.

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo

Background Statement: The Distinguished Teaching Awards Committee consists of five appointed faculty members who are former recipients of the award and two appointed students with at least a 2.0 grade point average. Upon review of former award recipients, it was discovered that the distribution of the award between Schools is not equitable. It is currently possible that the five members of the Distinguished Teaching Awards Committee could all be from the same School.

AS- 91/C&BC
DISTINGUISHED TEACHING AWARDS COMMITTEE

WHEREAS: The current Bylaw, VII.I.4.a. relating to the Distinguished Teaching Awards Committee does not regulate the number of members from any given School; and

WHEREAS: The current wording could result in five faculty members from the same School being on the Committee; and

WHEREAS: Selection of student members does not consider appointment of students with exemplary grade point averages; be it

RESOLVED: That Article VII.I.4.a. of the Academic Senate Bylaws be changed as follows:

4. Distinguished Teaching Awards Committee

a. Membership

The Distinguished Teaching Awards Committee shall be composed of five faculty members from different Schools, when possible and two students. The faculty members will be appointed by the Chair of the Academic Senate with the approval of the Executive Committee. These faculty members will be former recipients of the Distiguished Teaching Award and will serve two year staggered terms. No member of this committee shall serve more than two consecutive terms without an intervening period of at least one year. Schools which are not represented during a term of membership will be rotated onto the committee when a member needs to be replaced. The students will be appointed by the ASI, will have at least three consecutive quarters and 36 quarter units with at least a 2.0 3.0 grade point average.

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -91/

RESOLUTION ON ACADEMIC PROGRAM REVIEW CRITERIA

WHEREAS The Oversight Strategic Planning Committee and Academic Planning Committee for Cal Poly are developing the mission statement and goals and objectives for the campus; and

WHEREAS The Academic Senate Long-Range Planning Committee was charged with developing academic program review criteria in conjunction with the work of these committees;

THEREFORE BE IT

RESOLVED That the attached set of Academic Program Review Criteria be adopted.

proposed by the Academic
Senate Long-Range Planning
Committee
March 11, 1991

3/13/91

ACADEMIC PROGRAM REVIEW CRITERIA

I. Overview of the Program

- A. Describe your program.
- B. State the mission of your program and relate it to the Cal Poly Mission.
- C. Give the goals and objectives of your program and relate them to the goals and objectives of Cal Poly.
- D. Give a brief list of the strengths and weaknesses of your program.

II. Program Demand

- A. For each of the last five years, give the following data:
 - 1. Number of applicants, accommodated students and enrolled students; list as new freshmen, transfers and total.
 - 2. Give the ratio of applicants to accommodated students.
 - 3. Give the ratio of accommodated students to enrolled students.
 - 4. Number of majors.
 - 5. Number of graduates.
- B. List the percent of your majors are graduating each year.
- C. Explain any trends or anomalies seen in the data given above.

III. Program Demand by all Students

- A. For each of the last five years, give the following data, list courses by mode and level:

(2)

1. Number of courses and number of students enrolled per course.
2. Number of support courses (a support course is one in which the majority of the students in the course are nonmajors of the program) and number of students in support courses.
3. Number of major courses (a major course is one which is not a support course) and number of students in major courses.
4. Number of students in concentration, minor or certificate programs.

B. What percent of your courses are major courses? Comment.

C. Explain any trends or anomalies in the data given above.

IV. Curriculum Quality

A. Explain the structure of your curriculum including course sequencing. Give examples of schedules that an entering student would follow to graduate from your program. Consider both freshmen and transfer students.

B. List all courses that have been added or deleted from your program in the last five years.

C. Describe the following features of your program:

1. Uniqueness, particularly with the CSU system. Compare your program demand with that of other similar CSU programs (Cf. II.A.2).
2. Currency. (In what ways does your program reflect current curricular trends?)
3. Quality. Define "quality" for your program and give evidence of how it is attained.
4. Give a summary of student evaluations and other material that gives opinions of your curriculum.

V. Teaching Staff

(3)

- A. List and teaching staff of your program and give the highest degree attained. Classify as full-time, part-time, graduate student or other.
- B. Give the average teaching load of all members of your teaching staff for each of the last five years. Classify as in A.
- C. List for the last five years all publications, grants, research efforts and other professional activities of your teaching staff.
- D. Comment on any trends or anomalies in the above data.

VI. Other Staff

- A. List all other staff and their position in your program.
- B. List for the last five years all professional activities of these staff members.

VII. Student-Teacher Ratios

- A. For each of the last five years, list your FTES/FTEF and the number of majors/FTEF.
- B. For each of the last five years, give the number of faculty positions generated by your program.
- C. Comment on any trends or anomalies in the above data.

VIII. Costs and Revenues of Your Program

- A. List for each of the last five years the following budget and revenue information:
 - 1. Personal services (faculty, staff, student assistants, etc.).

(4)

2. Operating expense (including faculty recruitment, telephone, etc.).
3. Equipment (regular and replacement).
4. Any other significant program expenses not accounted for within your program accounts (e.g. library, computer, audio visual, etc.).
5. List any nonstate revenue your program has received.

B. Compute the total cost to the state of your program for each of the last five years. Also compute the total cost to the state per FTES and the total cost to the state per major.

C. Explain any significant difference between the amount budgeted and the actual expenditures.

D. Comment on any trends or anomalies in the above data.

IX. Alumni Data

A. For each of the last five years, give any data that you have on the employment and/or graduate school enrollment of students graduating from your program.

B. For each of the last five years list your graduates by ethnicity and gender.

C. Give any data that you have that demonstrates a need for graduates of your program. Be as specific as possible.

X. Other Criteria

A. Accreditation

1. List any outside accreditation that your program has.
2. If your program is not accredited by an outside organization, please explain.

(5)

B. For each of the last five years list the ethnicity and gender of the students and personnel of your program. Explain how this data complies with the Educational Equity Policy of Cal Poly.

C. How is your program contributing to the GE&B Program of Cal Poly? List faculty involvement (in terms of number and FTEF) and class enrollments.

D. Describe how your program interrelates with other programs at Cal Poly.

E. Describe the student advising and counseling services that your program offers.

F. List any honor societies and other student clubs in which your program is involved.

State of California

Memorandum

CAL POLY
SAN LUIS OBISPO
CA 93407

To : James Murphy,
Chair, Academic Senate

Date : Jan. 25, 1991

File No.: **RECEIVED**

Copies : JAN 28 1991

Academic Senate

From : Gerald DeMers,
Chair, Constitution and Bylaws Committee *AD*

Subject: Membership of General Faculty, Article I. of the Constitution

The Constitution and Bylaws Committee discussed the current definition of General Faculty. After review of other CSU definitions, the Committee agreed on the following definition:

Voting membership of the General Faculty shall consist solely of those persons who are full-time academic or academic-administrative employees holding rank in the University who are normally providing instruction at least half-time averaged over an academic year. Department Chairpersons, officers of the Faculty and representatives to the California State University Academic Senate will not cease to be members of the Faculty because of any reassigned time allotted to them by virtue of their offices. Full-time athletic coaches, full-time lecturers holding one-year appointments in academic departments, and personnel in Professional Consultative Services, as defined in III.1.b. of the Constitution and Bylaws of the Faculty, are members of the General Faculty. Voting membership of the General Faculty shall not lapse because of leave-of-absence.

Before drafting a resolution relating to this topic, I am requesting that you and/or the Senate Executive Committee review the recommended definition and provide feedback to our committee relating to inclusion of athletic coaches and administrators within the new definition.

Does the section in Article I., referring to.....persons holding faculty rank and occupying a position in an academic department in the university..... refer to Administrators?

Your assistance in this matter is greatly appreciated.

4291 Exe

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -91/
RESOLUTION ON
ROTC PROGRAMS

RESOLVED: That the Academic Senate of Cal Poly, San Luis Obispo, support the following Resolved clauses of Academic Senate CSU resolution AS-1939-90/AA on "CSU Policy on Non-Discrimination and ROTC Programs" (attached):

RESOLVED: That the Academic Senate CSU urge the Chancellor, the Board of Trustees, and the campus presidents to use the moral force of their office to cause the Congress to abandon the Department of Defense's discriminatory policy against homosexuals; and be it further

RESOLVED: That the Academic Senate CSU urge the Chancellor and the Board of Trustees to enact statewide procedures to ensure that its nondiscrimination policy for all students, in all campus programs throughout the system, be observed.

Proposed By:
Academic Senate Executive
Committee
January 29, 1991
Revised: April 2, 1991

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-1980-91/AA
January 10-11, 1991

CSU POLICY ON NON-DISCRIMINATION
AND ROTC PROGRAMS

- WHEREAS, Discrimination on the basis of sexual orientation is a violation of basic human rights; and
- WHEREAS, California State University campuses maintain relations and contracts with the United States Department of Defense whereby Reserve Officer Training Corps (ROTC) programs are taught on various campuses; and
- WHEREAS, The United States Department of Defense's policy and regulations exclude homosexuals from military ranks; and
- WHEREAS, There is scholarly evidence that the policy of discrimination by the military on the basis of sexual orientation is a policy based on prejudice and is not beneficial to the national defense; and
- WHEREAS, It is a violation of CSU policy for the CSU system, or any part of it, to discriminate in employment or access on the basis of sexual orientation; and
- WHEREAS, The CSU makes vigorous efforts to create campus climates free of bigotry and prejudice; and
- WHEREAS, The Department of Defense policy and practice of discrimination on the basis of sexual orientation is inimical to the values of the university; and
- WHEREAS; Allowing academic credit for ROTC courses and awarding faculty status to instructors who teach in these programs facilitates such discrimination by lending institutional support and respectability to the Department of Defense's policy of discrimination; and
- WHEREAS, In May, 1990 the Academic Senate CSU called upon the Department of Defense to end its discriminatory policy based on sexual orientation (AS-1939-90/AA); and
- WHEREAS, In May, 1990 the Academic Senate CSU urged the campus senates to consider action if the military's policy discrimination against homosexuals was not rescinded by January 1, 1991; and

(OVER)

WHEREAS, In June, 1990 the Chair of the Academic Senate CSU received a reply from a Deputy Assistant Secretary of the Department of Defense, which stated: "Accordingly, we [the Department of Defense] do not plan to reassess the Department's policy on homosexuality."; therefore be it

RESOLVED: That the Academic Senate of the California State University urge the campus senates and campus presidents to enact the following policies:

- (a) ROTC programs shall not be allowed to enroll any additional students;
- (b) students already enrolled in ROTC programs shall be allowed to complete the program;
- (c) all contracts with the United States military regarding the offering of ROTC programs at the University shall be terminated, not be renewed, or be allowed to expire; and be it further

RESOLVED: That the Academic Senate CSU urge the Chancellor and the Board of Trustees to enact statewide procedures to ensure that its non-discrimination policy for all students, in all campus programs throughout the system, be observed; and be it further

RESOLVED: That the Academic Senate CSU urge the Chancellor, the Board of Trustees, and the campus presidents to use the moral force of their offices to cause the Congress to abandon the Department of Defense's discriminatory policy against homosexuals; and be it further

RESOLVED: That should the Department of Defense end its discriminatory policy regarding homosexuals, the Academic Senate CSU urge that campus policies regarding ROTC be modified accordingly.

APPROVED UNANIMOUSLY - March 1, 1991

NOMINATIONS RECEIVED FOR THE ACADEMIC SENATE,
RESEARCH COMMITTEE, UNIVERSITY PROFESSIONAL LEAVE COMMITTEE,
and STATEWIDE ACADEMIC SENATE
1991 - 1993

SCHOOL OF AGRICULTURE (3 vacancies)

John Harris	(NRM)
Wesley Mueller	(Crop Sci)
VACANCY	

Research Committee

Phillip Tong	(Dairy Sci)
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UPLC

VACANCY

SCHOOL OF ARCHITECTURE AND ENVIRONMENTAL DESIGN (2 vacancies)

Mark Berrio	(Arch Engr)
David Dubbink	(C&R Plan'g)
Larry Loh	(Arch)
Richard Young	(Arch)

Research Committee

VACANCY

SCHOOL OF BUSINESS (3 vacancies)

Lee Burgunder	(Bus Adm)
James Buxbaum	(Bus Adm)
David Peach	(Mgmt)

SCHOOL OF ENGINEERING (3 vacancies)

Daniel Biezd	(Aero Engr)
Chien-Kuo Lo	(C/E Engr)
Jack Wilson	(Mech Engr)

Research Committee

Mahmood Nahvi	(EL/EE Engr)
Jin Tso	(Aero Engr)

UPLC

VACANCY

SCHOOL OF LIBERAL ARTS (4 vacancies)

Nancy Clark	(History)
Barbara Mori	(Soc Sci)
Alexis Olds	(Speech Com)
Patricia Troxel	(English)

page two

NOMINATIONS RECEIVED FOR THE ACADEMIC SENATE,
RESEARCH COMMITTEE, UNIVERSITY PROFESSIONAL LEAVE COMMITTEE,
and STATEWIDE ACADEMIC SENATE
1991 - 1993

SCHOOL OF PROFESSIONAL STUDIES (2 vacancies)

Margaret Berrio	(Psyc/HD)
Gerald Cunico	(Ind Tech)
Jerry DeMers	(PE/RA)
Barbara Weber	(Home Ec)

Research Committee

VACANCY

UPLC

VACANCY

SCHOOL OF SCIENCE AND MATHEMATICS (4 vacancies)

Christina Bailey	(Chemistry)
John Marlier	(Chemistry)
VACANCY	
VACANCY	

UPLC

VACANCY

PROFESSIONAL CONSULTATIVE SERVICES (3 vacancies)

Polly Harrigan	(Housing)
Carolyn Proctor	(Coop Ed)
Wendy Demko Reynoso	(Fin Aid)
Julia Waller	(Fin Aid)

STATEWIDE ACADEMIC SENATE (1 vacancy)

Reginald Gooden	(Poli Sci)
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To: Academic Senate Executive Committee

From: Luis Torres *L T*
English Department Representative

Date: April 2, 1991

Re: Summer Budget Implications

My Department Chair, Prof. Brent Keetch, has asked me to relay the following three questions to you concerning the budget implications for the English department this summer.

1. Increased Loads for Full Pay

We were told by our Dean that for full pay, the teaching loads for English professors would have to be increased from 12 units to 15 units. We understood that this policy of increased loads for full pay would most likely take effect campus-wide. However, in some departments this increased load does not seem to be the case. What is the policy on this? If the English department has to increase its teaching load in terms of the number of hours and classes taught, will this be the policy throughout the University?

2. Teaching Rotation

Previously the Department has had some leeway on the teaching-rotation guideline that faculty should not teach two summers in a row. The Dean has told us that faculty who are not routinely eligible to teach this summer should not be allowed to teach, especially not full-time. Is this now a policy throughout the University because of the budget problems? Is this being enforced in other departments?

3. Official Information Letter

We would like the Academic Senate to ask either President Baker or Vice President Koob to send out an official explanation of the implications of the budget problems facing us for both this summer and for next year. The Faculty should not be left to learn about impending budget-based problems by hearsay or by partial explanations.

cc:

Dr. Brent Keetch

CAL POLY FACULTY AND STAFF
EMPLOYEE ASSISTANCE PROGRAM

From time to time many employees experience living problems that directly or indirectly affect their job performance and career development. The purpose of the Cal Poly Employee Assistance Program is to help faculty, staff, and their family members resolve these difficulties in a manner conducive to both a more satisfying personal life and a more productive career. While employee participation in the program is voluntary and confidential, experience with other programs demonstrates that once an effective EAP is in place it will be utilized by employees who might have otherwise denied or contested both personal and career related difficulties. To understand why this is so, the history and background to current EAP practices is instructive.

EAP's have their origin in the reaction during the 1940's to the problem of alcoholism in the workplace. These employer-sponsored, occupationally-based programs were influenced by the experience of Alcoholics Anonymous and scientific/academic research dealing with alcoholism. During the 1950's the research led to the recognition of alcoholism as a disease and to the development of medical literature analyzing it as an occupational health problem. Reflecting this increasingly sophisticated understanding of the problem as well as successful experiences, EAP's became widespread during the 1960's. Over the last two decades they have been expanded to include not only drug abuse but a wide variety of employee problems once thought to be purely personal. The cumulative experience of the last two generations then, in public as well as private sector organizations, demonstrates that EAP's are an effective alternative to accepting the consequences of maintaining a troubled employee (low productivity, profitability and morale) or the turmoil and increased costs of termination (recruiting, training, morale building).

Hence, from an employer's perspective, working with an employee through an EAP can be conceptualized as an investment paying dividends in the form of improved quality of work life and job performance. The dividends show up immediately in containment of health care costs and disability expenses, fewer workman compensation claims, and higher productivity. Employers have also noticed long-term benefits in the reduction of absenteeism and disciplinary problems, lower turnover rates and a more positive public image. Less tangibly, EAP's seem to increase employee motivation, improve morale and, in general, enhance employee attitudes. Not surprisingly, then, more and more organizations are offering EAP's as part of their general package of employee benefits. Because an EAP also benefits the employee, unions have historically sought to incorporate EAP's into their collective bargaining contracts.

At Cal Poly, EAP means that the faculty and staff are the university's most valuable asset and that attainment of its educational goals are dependent on the well-being of all employees. EAP means that whatever the source of an employee's personal difficulty, Cal Poly encourages the employee to call or visits the

EAP officer and to become an active participant in the resolution of his/her problems. EAP at Cal Poly can provide consultation and referral services in the following areas:

- Work and personal stress
- Emotional concerns
- Family and relationship difficulties
- Alcohol and drug abuse issues
- Financial and legal assistance

EAP is completely confidential and is entirely voluntary. EAP provides many no-cost services and can assist an employee in determining what potential costs are covered by insurance.

Encl Exec 4-2-91

State of California

California Polytechnic State University
San Luis Obispo, California 93407

MEMORANDUM

Date: April 2, 1991 Copies:
To: Academic Senate Executive Committee
From: Bud Beecher *B*
Academic Senate Representative to the Substance Abuse
Advisory Committee
Subject: Substance Abuse Advisory Committee Report

On January 8 I reported to you that the Substance Abuse Advisory Committee (SAAC) was re-evaluating the manner in which Cal Poly handled its Employee Assistance Program (EAP). I indicated at that time that we were evaluating various public and private sector approaches to the issue and that we hoped to have a recommendation completed by the end of the quarter.

I can now report that the SAAC has met its objectives and I have attached our recommendation. I have also included a brief statement regarding the scope and nature of an EAP with the thought that it might provide an appropriate framework for the committee recommendation. Please note, however, that statement is not a committee document--it is nothing more than my idea of something that might be helpful.

SAAC Committee
FINAL DRAFT CALL Be Before Noon
Tuesday if you see any errors.
RECOMMENDATION FOR EMPLOYEE ASSISTANCE PROGRAM
REQUEST FOR PROPOSALS
Thanks
Harry

Substance Abuse Advisory Committee
March 1991

An Employee Assistance Program is based on the assumption that it is vastly preferable to rehabilitate rather than to terminate a previously proven and trained employee. Although this principle was originally validated in the private sector, it has been adopted by many public sector employers, including more than half of the counties in California. Recently universities have adapted EAP to the academic environment. There is increasingly sophisticated literature analyzing these public sector experiences with EAP.

It is within this general context that the SAAC recommends that Cal Poly fundamentally alter current EAP practices. Without passing final judgement in the considerable strengths offered by an in-house program, the committee recommends that for the time being the University, along with the Foundation, contract with an off-campus vendor for EAP services. The contract should require the Contractor to:

1. Provide regular education/awareness activities on campus concerning major EAP issues. The Contractor will also provide pamphlets and other appropriate materials regularly so that employees can understand that EAP covers such diverse issues as financial and credit counseling; child-care arrangement services; work stress counseling; psychological instability diagnosis, counseling and referral; emotional distress counseling; legal counseling; individual psychological counseling; marriage, divorce, and family counseling; specialized children's services; psychological assessment; career counseling; parenting skill training; step-parenting services; conflict resolution counseling, grief and loss counseling; biofeedback training; vocational rehabilitation; women's issues; pregnancy counseling; learning disabled children; gerontology/geriatrics; phobia counseling; educational choice; neuro-psychological problem diagnosis and counseling; hyperactive children counseling; child and/or spouse abuse counseling; mental retardation; and sexual disfunction counseling.
2. Provide all necessary information and advice relating to insurance coverage and availability as might be necessary for the employee to maximize EAP benefits.
3. Provide quarterly workshops/information meetings on EAP issues determined to be of special concern to the Cal Poly community.
4. Provide training sessions and special literature for appropriate supervisors regarding the utilization of EAP in their management practices.
5. Provide 24-hour telephone access for any employee or family member. Requests for assistance should be responded to by the next working day. Within two working days, should it be necessary, the caller should be provided with a thirty-minute assessment/intake interview.

6. Should treatment/therapy for the employee (and if indicated, his/her family) be necessary, the Contractor will provide three sessions with an appropriate qualified professional. The cost of additional treatment or therapy will be the responsibility of the employee or his/her insurers.
7. Provide necessary information regarding community services, organizations and 12-step programs to enable the employee to maximize EAP benefits.
8. Provide, at the request of the appropriate supervisor or significant other, a professionally competent interventionist to initiate the EAP cycle. When initiated by the University, the costs of the intervention are to be paid outside the terms of the contract. The substance of the intervention and the subsequent client records shall not relate to the employment record of the employee.
9. Provide absolute employee confidentiality, except as court-mandated disclosure practices dictate.

The SAAC recommends that the University prepare a Request for Proposals (RFP) reflecting the above principles. The RFP should be circulated and proposals screened so that a contract for EAP services could be signed before June 30, 1991. The program could begin September 1, 1991.

The cost of such a contract will depend upon the services that are purchased as well as the vendor chosen. The SAAC has concluded that the first cost could be approximately \$30,000 for the type and quality of services outlined above. (San Luis Obispo County has a similar contract for a similar number of employees; this successful program has been annually renewed, with the 1990 cost being approximately \$32,000.)

While the SAAC has concluded that the contracted services approach to EAP at Cal Poly will be beneficial, it also believes that an external EAP should be considered experimental. Consequently, at the end of two years this approach should be thoroughly evaluated in terms of (1) what has been accomplished on campus, and (2) what remains to be done by way of employee assistance. Alternative EAP programs including in-house and contracted services should be considered at that time.